DOCUMENT RESUME

ED 038 218 88 RC 004 245

AUTHOR	Daniels, Robert
TITLE	An Evaluation of the Mohican School in the Out-of-Doors.
INSTITUTION	Mohican School in the Out-of-Doors, Perrysville, Ohio.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.
PUB DATE	Dec 68
NOTE	58p.
AVAILABLE FROM	Mohican School in the Out-of-Doors, McCurdy Road - Rt. #2, Perrysville, Ohio 44864 ($2.00)
EDRS PRICE	EDRS Price MF-$0.50 HC-$3.00
DESCRIPTORS	Community Responsibility, Curriculum, Ecology, *Educational Benefits, Effective Teaching, Elementary School Curriculum, *Grade 6, Innovation, Models, *Outdoor Education, *Program Evaluation, Research, *Resident Camp Programs, Special Education, Values

ABSTRACT

The purpose of this document is to provide an evaluation report of the Mohican School in the Out-of-Doors (funded under Title III of the Elementary and Secondary Education Act), which offers a residential camp program for sixth graders and special education children in north central Ohio. Project evaluation data were gathered from pupils who had participated in the program, from the parents of these students, and from students' home room teachers, camp visitors, camp personnel, and workshop participants who had taken part in the 4 workshops sponsored by the Mohican School. The Evaluation Committee examined the data in terms of expected student gains in (1) specific knowledge, (2) utilization of the outdoors as a laboratory, (3) awareness of man's dependence on nature, (4) appreciation of nature's beauty, (5) adaptability to community living, and (6) understanding of national ecological problems. In general, the Mohican School has met the expectations of the planners. Operation of the school has suggested unexpected values which may contribute to better educational programs in the future. A bibliography and the questionnaires used in the evaluation are included in the document. Related documents are RC 004 246 and RC 004 247. (BD/GC)

$2.00

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED038218

AN EVALUATION

OF

THE MOHICAN SCHOOL IN THE OUT-OF-DOORS

Evaluation Committee

David Chandler, Galion City Schools
Robert Daniels, Madison Local Schools
Arthur Dremann, Fredericktown Local Schools
Jeanne Lifer, Lucas Local Schools
Herman Workman, Plymouth Local Schools
Ronald Reed, Mohican Outdoor School

Report Prepared and Written by

Robert Daniels

Hidden Hollow Camp
Bellville, Ohio
December, 1968

RC004245

ED038218

TABLE OF CONTENTS

	Page
FOREWARD	
CHAPTER ONE -- REPORT IN BRIEF	1
What Are the Findings and Recommendations?	3
CHAPTER TWO -- THE PLAN OF EVALUATION	7
A Summary of Dr. Stufflebeam's Rationale	7
Figure 1 -- Feedback Control Loop	9
Figure 2 -- The CIPP Evaluation Model	10
Data Collection	12
CHAPTER THREE -- THE FINDINGS	14
Camp Director's Log	14
Workshop Evaluation Sheets	16
Pupil Questionnaire (To be Completed before Leaving Camp)	18
Teacher Responses before Leaving Camp	23
Pupil Questionnaire (To be Completed about Six Months after Leaving Camp)	24
Mohican School Teacher Questionnaire (Spring, 1968)	26
Visitor's Report	28
Mohican School Seventh Grade Questionnaire	29
Mohican School Parent Evaluation	32
Mohican School Principal's Questionnaire	34
Mohican School Superintendent Questionnaire	37
Madison Senior Questionnaire	39
Mohican School Staff Evaluation	41
Dissemination Data	43
CHAPTER FOUR -- CONCLUSIONS AND RECOMMENDATIONS	44
BIBLIOGRAPHY	
APPENDICES -- A through J	

FOREWARD

Evaluation is for decision-making. Conscientiously or unconscientiously, decisions are based upon a kind of evaluation, either good or bad. Good decision-making must be preceded by an accurate appraisal of existing conditions and a clear understanding of what the needs are. It is my sincere hope that the reader and decision-maker will be better informed because of this report.

As the writer of this report, I wish to express my appreciation to the other members of the Evaluation Committee for their efforts in planning and data collection; to Dr. Daniel L. Stufflebeam for his kindly and expert counsel; to D. D. Rummel for his administrative and moral support; to Miss Kathy Maginniss, who did an excellent job tabulating and organizing the data; to Ronald Reed, who has been most helpful in many many ways; to the people in the Office of the Richland County Superintendent of Schools, who have graciously expedited the duplicating of this report; and especially to my wife, Ruth, who has been of great help in translating the "rough drafts" into acceptable copy and typing the report.

Robert Daniels
Loudonville, Ohio
December, 1968

CHAPTER ONE

REPORT IN BRIEF

As this report is being written, participating Boards of Education are considering the future of The Mohican School In The Out-Of-Doors. What values come from Outdoor Education? How much are these values worth in terms of dollars from the school budget? What other values might be purchased with the same money if it were spent in another way? Should the Mohican School In The Out-of-Doors be continued? What changes should be made in its operations? These and other questions must be answered intelligently if the available educational resources are to be allocated in the most profitable manner. This report has been prepared with the hope that it will help answer some of the questions about the worth of the Mohican School.

This evaluation report is the result of work directed by an Evaluation Committee appointed in the Fall of 1967. It has been fashioned around the idea that evaluation is for decision making and that, where educational practices are concerned, evaluation must be in terms of the expected goals and purposes of those who initiated and who are supporting these practices.

The expectations of the planners, the purposes and intents of Title III appropriations, and the values held by a large number of thoughtful educators and laymen will serve as standards by which the Mohican School In The Out-Of-Doors will be measured. These "standards" are listed in a generalized form on the next page. A more detailed presentation of them is made at the beginning of Chapter Four of this report.

Throughout this report, the terms "Mohican School In The Out-Of-Doors", "The Outdoor School", "The Mohican School" will be used interchangeably. All three terms refer to the "Outdoor School", currently financed by Title III funds, and operating at Hidden Hollow Camp, Bellville, Ohio.

The period for which the data apply was, in general, from September, 1966 through October, 1968. However, responses from Madison Seniors were based upon their experience with outdoor education in 1961, 1962 and 1963. The latest data for other pupils are for the month of May, 1968. Data on attendance and participation are for the period, September, 1966 through mid-November, 1968 inclusive.

The standards used in this evaluation are:

I. Expectations of Planners

A. To teach specific knowledge

B. To use the out-of-doors (nature) as a laboratory

C. To show man's dependence upon nature

D. To increase the appreciation of nature's beauty

E. To give an experience of 24-hour day community living and learning[1]

II. Title III Intents and Purposes

A. Innovation

B. Preference to be given to National problems

C. Miscellaneous provisions

III. Values of Thoughtful Laymen and Educators

A. Cooperative administration of a joint school

B. A channel of communication among educators

C. Teacher Training

1. student teachers
2. professional teachers

D. Demonstration of improved teaching methods

E. Dissemination of information

F. Opportunities for improved public relations

G. A center for educational planning

Since the Evaluation Committee was appointed in the Fall of 1967, data about the operation of the school, the reaction of participants to questionnaires, and observed changes in participants has been assembled. The data was organized during the Summer of 1968 by a young lady hired for this particular purpose. This writer has been commissioned to provide an interpretation of the data and to write this report.

For the busy reader, the findings are summarized on the next few pages. Those who wish a more detailed report, and perhaps wish to examine the data, will find the data and findings in Chapter Three and the conclusions and recommendations in Chapter Four. Chapter Two explains the guiding philosophy and the techniques used in this evaluative effort.

Robert E. Daniels, et al, The Report Of The Curriculum Sub-Committee of the Committee For Outdoor Education, Richland County and Mansfield City Schools, p. 7.

What Are The Findings And Recommendations?

How well has the Mohican School In The Out-Of-Doors met the expectations of its backers and what plans should be made for the future? The accumulated data should provide some answers to this question.

Specific Knowledge

Data gathered from pupils before they left camp, three to six months after camp, and when they were seventh graders indicated over thirty particular subjects as most valuable. The frequency of responses ranged from four for the least mentioned subject to five hundred on ecology. Teachers agreed with the pupils that factual material was learned with forty-four percent of reporting teachers saying "much" and fifty-six percent saying "some". Principals reported that teachers and pupils who had participated in the Outdoor School showed an increased interest in first-hand learning, especially in science and conservation.

The wide range of responses pertaining to the more than thirty particular subjects of study underscores the diversity of individuals attending the Mohican OUtdoor School. One of the main features of the OUtdoor School is its ability to provide some interesting subjects for almost everyone. Out of the 6425 pupil responses (3617 responded before they left camp, 1308 responded again after three to six months, and 1500 responded as seventh graders), only seven pupil responses listed "nothing" as being valuable at the Mohican School.

Outdoors as a Laboratory

There was almost unanimous agreement among all participants and observers that the out-of-doors was an excellent classroom and that it was being fully used at the Mohican School. The selection of the most-liked or most-valuable activities by participating children was nearly one hundred percent for outdoor activities. After a passage of time, hikes were recalled as the most liked and valuable experience. About sixty percent of the seventh graders reported hikes as being the best experience. The hikes and the cemetery received the most votes for enjoyable and valuable experiences after three to six months away from camp. Depending upon the year of attendance, thirty-five to fifty percent of Madison Seniors recall specific outdoor activities as being most valuable. These respondents attended the Outdoor School as seventh graders when it was operated at the same site for Madison pupils only. All pupils indicated their preference for study in the out-of-doors over attempted study of second-hand materials in a "stuffy" classroom.

Teachers support the children's contention that first-hand learning is best, and for nature study this is in the out-of-doors. Principals, in twenty-nine out of thirty-two responses, indicated they had observed an increased interest in first-hand learning experiences by sixth grade teachers after they returned from Outdoor School. Visitors to the camp were very impressed with the utilization being made of camp resources. Their individual comments were mostly in praise of the opportunities for first-hand learning offered to the children. As should be expected, individual members of the Mohican School staff rated the outdoor experiences to be of much value, with some being more valuable than others.

Man's Dependence Upon Nature

Evidence about the effectiveness of the Mohican School's contribution to an increased awareness of man's dependence upon nature must be secured indirectly. It can be reasoned that as one learns more about nature and man's relationship to it, one will become more knowledgeable about his total dependence upon the environment in which he lives.

Subjects rated as best-liked or most-valuable by pupils attending the Mohican School included: the cemetery, conservation, ecology, nature hikes, water pollution, and the creekbed. Interest in these subjects would be an indicator of the pupil's increasing concern about his dependence upon nature. Those who are familiar with the "cemetery" lesson know how it is used to show man's increasing ability to cooperate with nature as he has gained better knowledge and understanding of his environment.

Appreciation of Nature's Beauty

Responses from pupils ranged from enthusiasm for playing in the snow to bits of poetry praising trees and sky. Each pupil seemed to bring from the camp experience an appreciation of the out-of-doors appropriate for him or her. Activities at the home school stemming from the Mohican Outdoor School experience range from flower planting and bird feeders to more elaborate site developments.

Twenty-four Hour Day Community Living

Madison Seniors recalled the community living and its independence from home as one of the major values of their experience at the Outdoor School. Pupils, reporting before leaving camp, expressed their reaction to community living through favorable reference to recreation periods, the community dining

hall, and the meeting of new friends. Perhaps their complaining references to the jobs they were required to do in support of each other, and to the misbehavior of others in the dormitories are symptoms of a need to develop a greater sense of responsibility among these youngsters. The Mohican School environment gives them living-proof of the necessity for cooperation for the welfare of all.

Homesickness was noted among a few of the pupils, but the large majority, seventy-six to ninety-four per cent, reported no problem. An overwhelming desire to return for another camp experience, ninety to ninety-five per cent of each group sampled, is an indication of the pupil's appreciation of the "overnight" outdoor school experience.

Relationship to National Concerns

The integration among several ethnic and socio-economic groups of our nation, solutions to the growing problems of air and water pollution and to the problems of adequate recreational resources are touched upon by the operation of the Mohican School. The fact that participants of any week are selected from different schools causes a certain amount of integration within the area served by the Mohican School. The school's teaching about air and water pollution can develop the child's concern and knowledge about these problems. We hope exposure to outdoor recreational opportunities and its contribution to increasing the appreciation of nature can build a citizenry more concerned about these problems and better able to cope with them in the future.

Of General Nature

Of the 5185 pupils who have attended the Outdoor School since it has been operating under Title III Funds, over ninety per cent expressed the idea that it was very worthwhile and they would like to return. Five-sixths of the seventh grade parents (624 responded) said they would be willing to send their child back and two-thirds of these parents said they would be willing to pay part of the cost.

Visitors reported excellent use of the facilities and thought the camp site was very safe and attractive. There were ninety-seven who reported.

The Mohican School staff has accumulated equipment and library facilities to carry out their tasks in an effective manner. The increased staff of the 1967-68 school year provided an improved and more extensive program for the pupils attending.

In Conclusion

The Mohican School In The Out-of-Doors was established for the education of children in the out-of-doors. This is being accomplished in a very satisfactory manner, but the operation of the school suggests a new potential, not recognized in the initial planning. The Mohican School has shown an ability to invent, develop, and demonstrate effective teaching practices. These practices, brought into the regular classroom, can do much to raise the general effectiveness of the elementary and secondary schools.

At a time when interest in individualized instruction is at a peak, the Mohican School demonstrates a very successful approach to meeting the diverse needs of a "typical class." Administrators and teachers could gain much by observing and understanding the"Mohican practices."

CHAPTER TWO

THE PLAN OF EVALUATION

To meet the requirements for evaluation, by both the local decision-making groups and by State and Federal Title III officials, an Evaluation Committee was appointed by Mr. D. D. Rummel, Chairman of The Mohican School Executive Committee, in the Fall of 1967. Members of the Committee were: David Chandler, Galion City Schools; Robert Daniels, Madison Local Schools; Arthur Dreman, Fredericktown Local Schools; Jeanne Lifer, Lucas Local Schools; Ronald Reed, The Mohican Outdoor School; and Herman Workman, Plymouth Local Schools.

Shortly after the Committee began to function, the need for professional help was recognized. Mr. Reed had become acquainted with the work of Mr. Daniel L. Stufflebeam of The Ohio State University so his help was solicited. Dr. Stufflebeam is a Consultant on Evaluation to Title III officials throughout the nation. He is the author of a proposal for evaluation which has received widespread and favorable comment.[1] This proposal is described in more detail on the following pages.

Unfortunately, Dr. Stufflebeam's schedule did not permit him to confer with members of the Mohican School Evaluation Committee until late April, 1968. By this time the major planning for data collection, plus much data acquisition, had been done. Therefore, all of Dr. Stufflebeam's suggestions for this part ofan evaluative effort were not applied. However, the organization of data, the analysis of data, and the interpretation of data were influenced greatly by his counsel.

Because of Dr. Stufflebeam's contribution to the thinking of the Mohican School Evaluation Committee and because his proposals for educational evaluation have significance for those who are planning for the future of outdoor education in this area, a summary of his proposals is presented here.

A Summary of Dr. Stufflebeam's Rationale

Title I and Title III programs of the Elementary and Secondary Education Act of 1965 provided Dr. Stufflebeam with a timely and comprehensive context for deriving a rationale of educational evaluation. Figure 1 was prepared by

---

[1]Dr. Daniel L. Stufflebeam,"Evaluation as Enlightenment for Decision-Making."

him and has been redrawn here with his permission.[2] It graphically shows the relationship among the three levels of control in a Federally supported project and depicts the role that evaluation plays in this three-way relationship. The reader who would like a greater description of each part shown in Figure 1 is referred to Pages 26, 27 and 28 of the source booklet.

Evaluation is for Decision-Making

Dr. Stufflebeam says that: "Stated simply, evaluation is the science of providing information for decision-making."[3] He goes on to say:

> "The methodology of evaluation includes four functions: collection, organization, analysis, and reporting of information. Criteria for assessing the adequacy of evaluations include validity (is the information what the decision-maker needs?), reliability (is the information reproducible?), Timeliness (is the information available when the decision-maker needs it?), pervasiveness (does the information reach all decision-makers who need it?), and credibility (is the information trusted by the decision-maker and those he must serve?).[4]

Dr. Stufflebeam sees the functions of decision situations in education to be planning, programing, implementing and recycling.[5] These four kinds of educational decisions are served by four kinds of evaluation. These are context, input, process and product evaluations. Dr. Stufflebeam has summarized the relationships among the kinds of decisions and the kinds of evaluation required in what he calls The CIPP Evaluation Model.[6] (See Figure 2)

Applications of Dr. Stufflebeam's Theories about Evaluation are being Tried Elsewhere

The New Jersey State Council for Environmental Education is in the process of developing a document for the evaluation of educational projects, such as the Mohican School In the Out-of-Doors. The authors of the working draft of this document say:

> "This plan for self-evaluation was developed by the Committee at a series of meetings held between October, 1967 and March, 1968. It is based on a

---

[2] Ibid., p. 25

[3] Ibid., p. 19

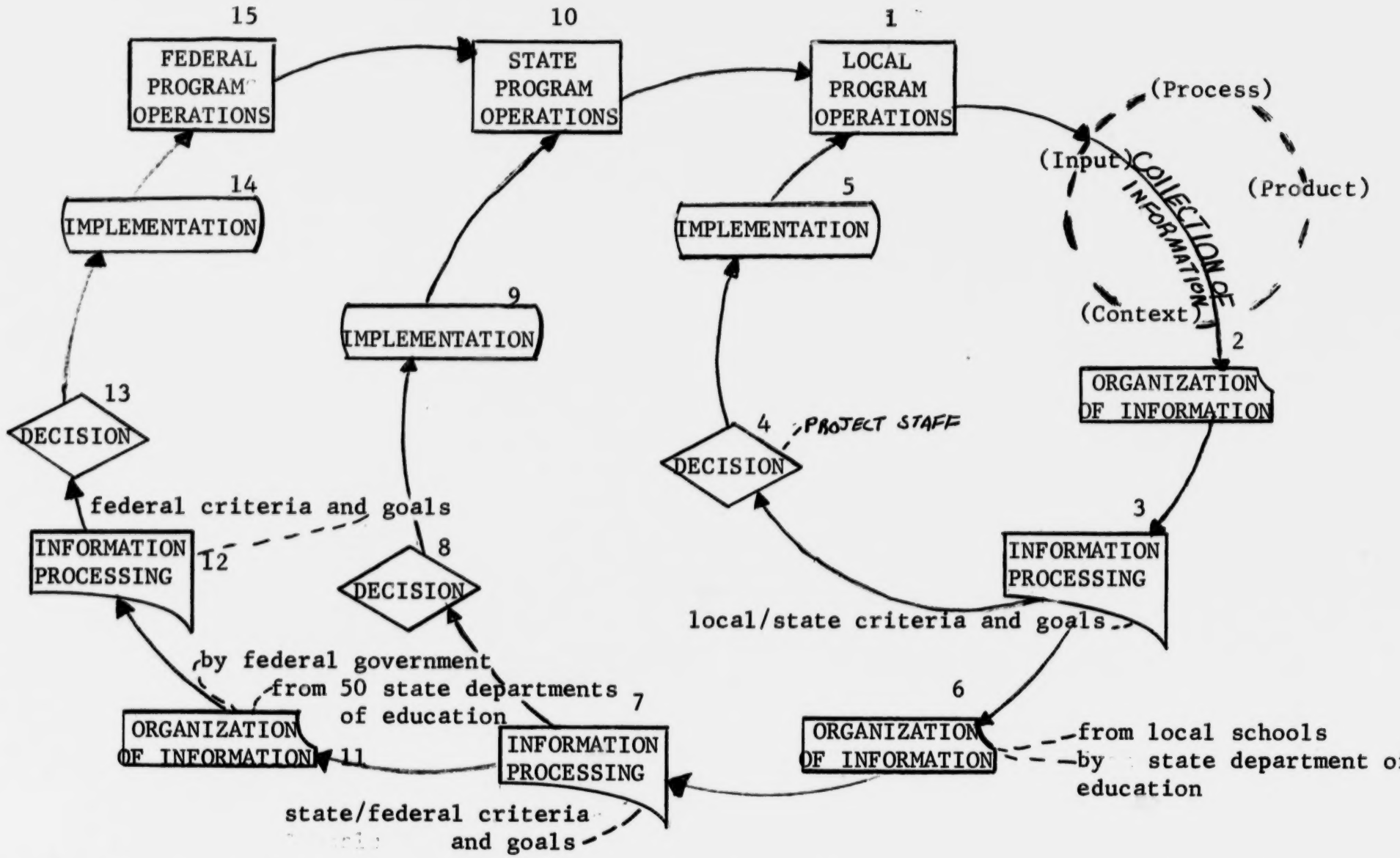
[4] Ibid., pp. 19-20

[5] Ibid., p. 30

[6] Ibid., p. 31

Figure 1

FEEDBACK CONTROL LOOP:
EVALUATION IN FEDERALLY SUPPORTED
EDUCATIONAL PROGRAMS



From: "Evaluation As Enlightenment For Decision-Making", p. 25. Used with permission of Author.

Figure 2.

THE CIPP EVALUATION MODEL

A Classification Scheme of Strategies for Evaluating Educational Change

THE STRATEGIES

	Context Evaluation	Input Evaluation	Process Evaluation	Product Evaluation
OBJECTIVE	To define the operation context, to identify and assess needs in the context, and to identify and delineate problems underlying the needs.	To identify and assess system capabilities, available input strategies, and designs for implementing the strategies.	To identify or predict, in process, defects in the precedural design or its implementation, and to maintain a record of procedural events and activities.	To relate outcome information to objectives and to context, input, and process information.
METHOD	By describing individually and in relevant perspectives the major subsystems of the context;by comparing actual and intended inputs and outputs of the subsystems; and by analyzing possible causes of discrepancies between actualities and intentions.	By describing and analyzing available human and material resources, solution strategies, and procedural designs for relevance, feasibility and economy in the course of action to be taken.	By monitoring the activity's potential procedural barriers and remaining alert to unanticipated ones.	By defining operationally and measuring criteria associated with the objectives, by comparing these measurements with predetermined standards or comparative bases, and by interpreting the outcome in terms of recorded input and process information.
RELATION TO DECISION MAKING IN THE CHANGE PROCESS	For deciding upon the setting to be served, the goals associated with meeting needs and the objectives associated with solving problems, i.e., for planning needed changes.	For selecting sources of support, solution strategies, and procedural designs, i.e., for programing change activities.	For implementing and refining the program design and procedure, i.e., for effecting process control.	For deciding to continue, terminate, modify or refocus a change activity, and for linking the activity to other major phases of the change process, i.e., for evolving change activities.

From: Evaluation As Enlightenment For Decision-Making", p. 31. Used with permission of Author.

> 'Systems Analysis' approach and draws heavily upon suggestions made in a paper prepared by Daniel L. Stufflebeam, Ohio State University, entitled: 'The Use and Abuse of Evaluation in Title III', delivered at the National Seminar on Innovation, sponsored by the Kettering Foundation and the U. S. Office of Education in July, 1967."[7]

Mr. Ronald Reed, Mohican School Director, and member of the Evaluation Committee, attended The New Jersey Conference and obtained a copy of the document, "Conference Working Paper on Evaluation for Environmental Education" for the Committee's use.

While this document was received too late to significantly contribute to the evaluation of the Mohican School, it promises to supply valuable guide lines for future efforts. It provides a series of checklists to guide planners in various stages of decision-making required for the successful planning and operation of Title III, and other educational projects.

Both, the authors of the conference working paper mentioned above and members of the Mohican Evaluation Committee have resorted to the use of more subjective data than the ideal of objectivity would warrant. In both instances, people have been asked to express their judgment about outcomes rather than to objectively report observed behavior. Admittedly, the New Jersey document is more skillfully prepared and depends upon far less subjectivity than do the questionnaires prepared by the Mohican Evaluation Committee but its partial subjectivity demonstrates the great difficulty in the elimination of all subjective data.

Dr. Stufflebeam strongly pointed out that data should be objective. Members of the Mohican Evaluation Committee were well aware of the shortcomings of the subjective data, but a limitation upon the resources for evaluation forced the use of some subjective data. For example, several of the items on the questionnaires called for an expression of opinion, rather than observable facts. In view of this obvious limitation, special efforts have been made to minimize the effects of subjective and ambiguous data.

Ideally evaluation should be based only upon observable behavior changes in the participants, but this would require far greater manpower than is usually available to education evaluators.

---

[7] Conference Working Paper, Evaluation for Environmental Education (A Systems Analysis Approach for Self-Evaluation), The New Jersey State Council for Environmental Education, Title Page II.

Dr. Stufflebeam has pointed out that educational processes do not lend themselves to the experimental method of evaluation. The inability to control all variables, the dynamic teaching situation, and the "need to know" before the project has run full cycle are but three reasons for the failure of the typical experimental design to produce significant results.[8]

Because of the shortcomings of the experimental design, it was completely rejected in favor of a method that would evaluate the Mohican School in terms of what its planners and supporters wanted it to do. Standards based upon the expectations of planners and supporters have been established to measure the performance of the Mohican School. In terms of Dr. Stufflebeam's concept, this kind of evaluation would be product orientated. However, some data can be applied to process evaluation and are of immediate use to the Mohican School Staff.

At the time of the writing of this report, it is evident that the Mohican School In The Out-Of-Doors will be undergoing some changes as the Federal support is withdrawn. Therefore, planners for the future will be seeking context and input evaluation upon which to base their decisions. This report will supply a portion of their needs. They will have to have much additional information. Perhaps Dr. Stufflebeam's model as reported herein will be helpful.

Data Collection

The evaluation of The Mohican School In The Out-of-Doors has its roots in the curriculum planning that preceded the founding of the School. At that time, the necessity of keeping a finger on the pulse of operations was recognized and five data sheets (Appendices A, B, C, D, and E) were made a part of the Curriculum Guide.

The first two, Appendices A & B, were questionnaires to be filled out by the participating pupils and their home room teachers before they left the Mohican Outdoor School on Friday. The responses to these questionnaires have yielded many useful data as shown in Tables of this report.

Members of the Curriculum Planning Committee felt that the end-of-week reports would be colored by the closeness to the actual "camp experience" and a more objective view could be reported at a later date. Therefore, two more questionnaires were to be completed by pupils and teachers about six months after the "camp experience." These questionnaires, Appendices C and D, were

---

[8] Ibid., pp. 12-16.

circulated from three to six months after the children returned to their home school. As expected, the responses took a more general form, and possibly a more realistic evaluation of the camp experience. The data from these questionnaires are reported in Tables of this report.

The fifth questionnaire, Appendix E, prepared by the Curriculum Planning Committee was for visitors to the camp. It was reasoned that the visitors to the camp would notice things, both good and bad, about the camp site and operation that might be overlooked by those more closely related to this project. These expectations have been borne out by experience as evidenced by the report of visitor responses in Chapter Three.

Another source of data is the Camp Director's Log of Activities. A generalized form was suggested in the Curriculum Guide. The Camp Director and his secretary have supplied much statistical information by appropriate means.

Members of the Evaluation Committee decided that additional data from seventh grade students, who have had a year to gain a better perspective; the parents of these seventh graders; teachers who participated in previous years; principals of participating schools; superintendents of participating schools; Madison Seniors who had participated as seventh graders in the original Madison Outdoor School; and members of the Mohican School Staff would be helpful. Questionnaires (Appendices F, G, H, I and J) were prepared and circulated with the aid of Executive Committee members in the Spring of 1968. Additional information came from the records of the Mohican School and from workshop participants. All of these data are reported in Chapter Three.

During the Summer of 1968, Miss Kathy Maginniss was employed to tabulate the responses and to organize the data. This was done in an exemplary manner. This writer was commissioned to interpret the data and to prepare the report. Many people have contributed to this Evaluation in many ways-- especially members of the Evaluation Committee, Dr. Stufflebeam and others-- but none of them have had a chance to participate in this final draft. Therefore, responsibility for errors in the mechanics of reporting or in the interpretation of the data rests with this writer .

CHAPTER THREE

THE FINDINGS

In this chapter, the data are reported under fourteen headings identifying their source. The data consists of a statistical tabulation of responses to questions, where such a statistical summary could be made; and numerous comments by the respondents. The comments were examined in terms of certain expectations of the planners and supporters of The Mohican School In The Out-Of-Doors and classified as to whether or not the respondent thought the Outdoor School was meeting this particular expectation.

Following each set of data are some interpretive remarks made by this writer. These interpretations are reorganized in Chapter Four under the several "expectations" for the Outdoor School. It is hoped that the reader may find "enlightenment for decision-making" in these two chapters.

Camp Director's Log

Sixth graders and Special Education Children from the following School Districts are being served:

District	1967-68 District Enrollment as reported in Ohio Educational Directory
Bucyrus	2913
Clearfork	2011
Crestline	1624
Crestview	1542
Fredericktown	1550
Galion	3890
Lexington	2854
Loudonville-Perrysville	1744
Lucas	805
Madison	5810
Plymouth	1436
St. Francis Xavier	206
St. Mary's	268
St. Peter's	1625
Springfield Township	2340
Willard	2654
Total pupils served by participating schools	33,272

Pupil Participants

2006	Sixth graders and Special Education children attended	1966-67
2405	Sixth graders and Special Education children attended	1967-68
774	Sixth graders and Special Education children attended	September to November, 1968

5185 Total children served from September, 1966 to November, 1968

(2000 children are expected to be served during remainder of 1968-69 school year)

Teacher Participants

73	Sixth grade teachers brought classes	1966-67
90	Sixth grade teachers brought classes	1967-68
28	Sixth grade teachers brought classes	September to November, 1968

191 Participating classroom teachers to date

Visitors to The Mohican Outdoor School

347 Public school administrators
26 College administrators
18 State Department of Education officials
504 Teachers from non-participating schools
29 Members of a college teaching staff
703 Parents and friends at open houses
242 Guests from participating schools
137 Ashland College education majors
75 Other college students
17 Ashland College student teachers (at least one semester each)
57 Future teachers from Madison High School
70 Seventh grade scholarship winners to weekend workshop

2225 Total Visitors

Visitors Came From

15 Colleges or universities
10 Different states
4 Foreign countries
24 Different organized groups, ranging from Boy Scouts to the United States Air Force

Visits Made by Mohican Staff Members

198 Pre-camp visits to participating schools
16 Evening visits to schools to meet with parents
30 Miscellaneous visits to service clubs, conferences, etc. to tell the "Mohican Story"
244 Total visits by The Mohican Staff

Members of the Mohican Staff participated in forty conferences and meetings, ranging from National Conferences on Title III Concerns in Hawaii and New Jersey to local Parent-Teacher Associations.

Distribution of printed material relating to the Mohican School (Curriculum Guide, Project Applications, Textbook, Pace Booklet, etc.)

2000+ Individuals and institutions received printed materials from the Mohican School In The Out-Of-Doors. (Including all schools in Ohio)

The recipients were located in 27 states, one Province in Canada, and Washington, D. C.

Workshops

302 Adults participated in four workshops sponsored and financed by the Mohican School In The Out-Of-Doors

Workshop Evaluation Sheets

Comments from workshop participants included the following:

Resource people great
Art courses most valuable
Look forward to bringing sixth grade
Inspirational
Keep the school open
Sharing of ideas most valuable
To discontinue school would be a regression
Fine staff
Teachers at all levels should come to workshops
More pre-camp experience for sixth graders
Perhaps fifth grade should come for one day
Should be a seventh grade followup
Pond study was helpful

Negative comments pertained to:

Dormitory too warm
Too late hours
A very few listed particular activities as least valuable

A few respondents indirectly suggested that a weekend adult class in the out-of-doors would have value.

Others sensed a difficulty in getting the "right" people out.

This writer's interpretation and summarization of the findings from the Camp Director's Log and the Workshop Evaluation Sheets follow:

1. The Mohican School serves an overall school population of more than 33,000 pupils in 16 districts in North Central Ohio.

2. Over 7,000 children will have attended the Outdoor School under Title III fundings by the end of the 1968-69 school year.

3. More than 100 sixth grade teachers have brought classes to the Mohican School one or more times

4. Visitors represent a wide range of educational interests and come from a wide area in the United States and Foreign Countries.

5. The members of the Mohican Staff have personally carried the "Mohican Story" to a wide audience from New Jersey to Hawaii and, in return, have brought many helpful ideas to this area.

6. Dissemination of the Outdoor Education idea by the printed page has reached into all schools in Ohio and into specific institutions in twenty-seven other states.

7. Workshops have informed and inspired many teachers from widely scattered schools about the needs and opportunities for Outdoor Education.

8. Workshop participants strongly recommend that Outdoor Education be continued in a way similar to the Mohican School program.

9. Negative comments by workshop participants were confined to comments about specific problems such as dormitory too warm, hours too late, and a few activities least-valuable. The School staff should review evaluation sheets and remedy those problems where possible.

10. The value of weekend and vacation "Outdoor Education" sessions for adults was suggested. Some doubt was expressed about getting the "right" people out.

Pupil Questionnaire (To be Completed before Leaving Camp) [Appendix A]

		1966-67 pupils	1967-68 pupils
Number of responses		1382	2235
Most enjoyable activities other than class		Mentioned 12	Mentioned 11
two most frequent		stories 9%	option time 15%
		sledding 8%	recreation 11%
Least enjoyable activities other than class		Mentioned 13	Mentioned 9
two most frequent		rest period 12%	rest period 14%
		jobs 10%	
Wanted to go home	Monday	2%	2%
	Tuesday	2%	3%
	Wednesday	5%	6%
	Thursday	9%	13%
	None of these	82%	76%
Food	Excellent	51%	48%
	Good	36%	37%
	Fair	12%	14%
	Poor	1%	1%
Sleeping rooms	Very good	78%	73%
	Fair	21%	25%
	Poor	1%	2%
Camp site	Attractive	85%	83%
	Like home	14%	15%
	Unattractive	1%	2%
Desire to return	Would	95%	93%
	Would not	5%	7%

Classes most-liked, classes least-liked, classes most-valuable, and classes least-valuable are listed in Table I for 1966-67 pupils and in Table II for 1967-68 pupils.

The 1966-67 pupils listed twenty classes; the 1967-68 pupils listed twenty-five classes in response to these questions. An increase in the Mohican School staff in the 1967-68 school year would account for the greater variety of responses because more classes were offered that year.

TABLE I

1966-67 PUPIL RESPONSES
(End of Week)

Classes	Number of Responses			
	Liked the most	Liked the least	Believe most valuable	Believe least valuable
Abandoned farm	10	2	4	8
All	14		16	
Art (grave rubbing)	42	22	12	39
Astronomy	149	37	140	34
Birds	27	26	5	26
Cemetery	233	34	79	118
Compass game	124	99	101	95
Conservation	71	100	138	63
Creekbed	272	44	153	47
Ecology	96	131	171	54
Journal	8	181	8	160
Leaves	1	27	8	36
Macroscope	65	21	48	35
Math	6	136	40	55
Nature Hike	64	26	76	22
Nothing		89		137
Pond Study	70	39	67	37
Soil Kit	14	27	30	27
Wayside material	5	10	2	18
Weather	39	123	97	52
What is a leaf	1	10	1	25
Wildlife	22	5	18	6

TABLE II

1967-68 PUPIL RESPONSES
(End of Week)

Classes	Number of Responses			
	Liked the most	Liked the least	Believe most valuable	Believe least valuable
Abandoned farm	70	98	20	101
Art	69	12	17	25
Astronomy	2	3	4	1
Birds	113	96	57	93
Cemetery	342	117	147	283
Compass	110	116	143	86
Conservation	33	161	124	83
Creekbed	109	70	79	48
Ecology	135	286	328	188
Everything	39	2	25	2
First Aid	46	15	139	9
Macroscope	18	1	10	11
Math	11	47	28	30
Native craft	53	19	12	45
Nature hikes	192	74	140	107
Night hike	1	2	5	0
Nothing	1	142	0	178
Path and bridge	33	18	22	33
Pioneer living	66	11	25	18
Pond study	88	80	75	54
Soil testing	46	54	74	50
Survival (Wildlife packet)	32	10	58	8
Teacher time	12	8	4	26
Tree Identification	58	60	64	67
Water Pollution	66	31	159	25
Weather reading	41	371	180	150
Wild flowers	11	28	8	31

Remarks

Some of the more interesting and significant responses are in the form of remarks. This writer has classified these remarks as either indicating that a particular expectation of the Mohican School is being met or that it is not being met. The results of this classification are shown below:

Expectations of Planners and supporters of Mohican School	Number of remarks* indicating Mohican School is meeting expectation	Number of remarks indicating Mohican School is not meeting expectation
Science is being taught	8	0
Social studies are being taught	3	0
Art is being taught	2	0
First-hand learning is happening	28	0
Soil, air, water are studied	21	1
Animal behavior is observed	13	1
Conservation practices are observed	4	0
Conservation practices are observed	4	0
Use of simple instruments is learned	3	0
Natural beauty is recognized	2	0
Man's dependence upon nature is learned	4	0
Outdoor recreation is learned	2	0
Concern for pure air is taught	2	0
Necessity of balance in nature is learned	1	0
Esthetic values are recognized	4	0
Artifical horizons are removed	14	0
Courtesy and manners are learned	8	0
Pupil-teacher relationship improves	2	0
Pupil finds many ways to express self	3	0
Availability of resource persons	1	1
Tasks, not bells, determine schedule	0	1
A responsibility for others is learned	4	0
Helpfulness for others is learned	1	0
Cooperation is developed	3	0
Tolerance developed	8	0
Freedom from TV and home is appreciated	8	1
New friends are made	11	1

* The actual number on each line is not too significant by itself but in relation to other numbers there is some significance.

This writer's interpretation and summarization of the pupil responses at the end of the week are:

1. Pupils have a wide range of likes and value judgments about activities of the Outdoor School and it was able to provide for this wide range of pupil interests and abilities.

2. Factual knowledge is of interest to children and they like to learn in the out-of-doors. Iwenty-five specific classes were listed as being most-liked.

3. Sleeping rooms were too ~~cold~~ hot.

4. Shower rooms were too cold.

5. Food was good to excellent.

6. Camp site was recognized by most to be attractive.

7. Ninety to ninety-five per cent of pupils would return if given a chance.

8. Homesickness was noticeable but not a serious problem. It increased slightly in the second year.

9. Effects of an increased staff was noticed with a twenty-five per cent increase in the variety of reported pupil activity during the second year.

Teacher Responses Before Leaving Camp [Appendix B]

	1967	1968
Number of respondents	49	66
Most valuable part of camp experience	27 different items were mentioned with "experience of living together" getting 22% of responses and first-hand learning getting 20%.	32 different items were mentioned with "community living" getting 29% of responses and first-hand learning getting 25%.
Least valuable part of camp experience	27 items were listed but none received more than 5 responses, excepting that 9 teachers said nothing was least valuable	27 items were listed but none received more than 4 responses, excepting 20 of the teachers said nothing was least valuable

Remarks

Expectation	Number of remarks indicating Mohican School is meeting expectation	Number of remarks indicating Mohican School is not meeting expectation
Mohican staff is capable	2	0
Science is being taught	5	1
Social studies are being taught	3	1
Geology is taught	1	1
Mathematics is being taught	2	1
Art is being taught	1	1
First-hand learning occurs	6	0
Soil, air, water are studied	4	1
Animal behavior is observed	2	1
Use of simple instruments is learned	1	0
Importance of pure water is learned	2	0
Concern for pure air is taught	2	0
Necessity for balance in nature learned	2	0
Artificial horizons are removed	1	1
Pupil-teacher relationship improves	4	0
Availability of resource persons	1	1
Tasks, not bells determine schedule	0	1
Responsibility for others is learned	1	1
Helpfulness for others is learned	1	1
Cooperation is developed	1	1
Tolerance is developed	2	0
Freedom from TV and home is appreciated	1	1
New friends are made	1	1

The actual number on each line is not too significant by itself but there is some significance in the relationship of the numbers.

This writer's interpretation and summarization of teacher responses at the end of the week are:

1. Teachers indicate a wide variety of most-valuable and least-valuable experiences. This is further evidence that individual values vary and this variation affects the individual's reaction to a given educational effort.

2. Community living and first-hand learning opportunities received the greatest number of responses for being most-valuable.

3. The responses under least-desirable experiences seemed to reflect individual values and did not show any significant patterns.

4. The number of remarks indicating that the Mohican School is meeting expectation is almost insignificant for any one expectation; but taken altogether they indicate that by-and-large, the expectations are being met.

Pupil Questionnaire (To be Completed about Six Months after Camp) [Appendix C]

	1966-67 pupils		1967-68 pupils	
Number of responses	477		831	
Would like to go back to camp		95%		91%
Most enjoyable activities other than class	Mentioned 8		Mentioned 8	
two most frequent	hikes	42%	hikes	27%
	food	16%	food	10%
Least enjoyable activities other than class	Mentioned 9		Mentioned 11	
most frequent	weather	11%	weather	14%
Used camp experience in writing for teacher				
very much		16%		16%
some		61%		52%
very little		23%		32%
Used camp experience in talking to friends				
very much		64%		65%
some		32%		29%
very little		4%		6%

The most-valuable and least-valuable things learned at Camp are summarized in Table III on next page.

TABLE III

PUPIL RESPONSES
(3 to 6 months after camp)

Number of Responses 1966-67 477
1967-68 831

Classes and Activities	Most valuable		Least valuable	
	1966-67	1967-68	1966-67	1967-68
Abandoned farm		8		55
Animal tracks		15		2
Animal trapping		1		4
Art		13		15
Astronomy	128	26	21	2
Birds		57		50
Cemetery	72	52	13	89
Compass	148	79	39	30
Community life		87		1
Conservation	45	85	24	21
Creekbed	101	25	12	10
Ecology	108	87	14	33
Everything		19		5
First Aid		22		1
Good manners		50		5
Grass planting		5		7
Hikes		47		30
Inspirational hike		8		13
Journal	1		65	
Math	51	8	82	5
Macroscope	21		8	
Nature, general		51		1
Nature hike	22		3	
Nothing	0	7	8	128
Path and bridge		4		4
Pioneer life		18		1
Plant life		33		4
Pollution		65		7
Pond study		53		20
Riflery		19		3
Soil testing	29	56	12	28
Survival		24		2
Trees	66	142	21	40
Weather	83	56	50	26
Weather reading		152		66
What is a leaf	8		11	
Wild life	26		7	

This writer's interpretation and summarization of the pupil's responses three to six months after Camp are:

1. Pupils still believe outdoor education experience is very worthwhile and 91% to 95% of them would like to go back.

2. Almost one-half of the pupils remembered hikes as being most enjoyable out of a total of eight activities. This would seem to indicate a strong preference by sixth graders for direct learning experiences in the out-of-doors.

3. Weather received the most (14%) nominations for the least-liked activity. Perhaps, its routineness and frequency were the causes of the dislike for weather readings.

4. The camp experiences had some effect upon writing for the teacher but had a much greater effect on talking to friends.

5. The great number of classes and activities (36) listed as most-valuable underscores the individuality of the pupils attending.

6. The fact that the pupils recall 36 different classes and activities as being most-valuable is evidence that the Mohican School has met a great variety of individual needs.

7. Members of the Camp staff may find the responses tabulated in Table III useful in their plans to upgrade their efforts.

Mohican School Teacher Questionnaire (Spring, 1968) [Appendix D]

Number of respondents	38
Teacher-pupil relationship	58% reported improved 42% reported no change
Pupil-pupil relationship	53% reported improvement 43% reported no change 4% reported deterioration
Attitude change toward learning	76% yes 24% no
Factual material learned	44% much 53% some 3% none
What School should cover in more depth	13 scattered suggestions
What School should omit	10 said nothing 10 scattered suggestions

Cont'd Mohican School Teacher Questionnaire

Personal benefit to teacher	55% much 45% some
Children's reference to outdoor experience after returning from camp	49% much 51% some
Teachers's reference to outdoor experience after returning from camp	54% much 44% some 2% none
Has Newsletter been of help	92% yes 8% no
Workshop value, if attended	60% very valuable 30% valuable 10% little value

Remarks

Expectation	Number of remarks indicating Mohican School is meeting expectation	Number of remarks indicating Mohican School is not meeting expectation
Mohican staff is capable	1	1
Science is being taught	7	0
Math is being taught	2	0
Social studies are being taught	4	0
Language arts is being taught	5	0
Conservation is being taught	6	0
Art is being taught	2	0
Geology is being taught	3	0
First-hand learning is happening	9	0
Soil, air, water are studied	2	0
Animal behavior is observed	1	0
Use of simple instruments is learned	1	0
Concern for pure water is taught	2	0
Concern for pure air is taught	2	0
Esthetic values are recognized	2	0
Courtesy and manners are learned	3	3
Pupil-teacher relationship improves	12	2
Books become resources, not texts	1	0
Helpfulness for others is learned	4	0
Cooperation is developed	3	0
Tolerance is developed	9	1
Freedom from TV and home is appreciated	4	0
New friends are made	2	0

This writer's interpretation and summarization of teacher responses several months after taking a class to the Outdoor School follow:

1. Teachers reported no significant change in pupil-teacher and pupil-pupil relationship after the Outdoor School experiences.

2. Teachers believed factual material was being taught.

3. Teachers had no significant suggestions for change in the Mohican School Curriculum. All said they received some personal benefit.

4. Both teachers and pupils referred to their Outdoor School experience.

5. A summary of the analysis of remarks indicates that over 92% indicate the Mohican School is meeting its expectation.

Visitor's Report [Appendix E]

		1967	1967-68
Number of responses		7	90
Use made of camp resources	maximum	100%	91%
	some		8%
Safety of camp	safe	100%	100%

Remarks

Expectation	Number of remarks indicating Mohican School is meeting expectation	Number of remarks indicating Mohican School is not meeting expectation
Mohican staff is capable	3	1
Language arts are being taught	1	1
Conservation is taught	3	0
Geology is taught	1	0
First-hand learning occurs	8	0
Soil, air, water are studied	3	0
Animal behavior is observed	1	0
Concern for pure water is taught	1	0
Outdoor recreation is learned	1	1
Necessity for balance of nature is learned	1	0
Esthetic values are taught	2	0
Artificial horizons are removed	3	0
Courtesy and manners are learned	2	0
Pupil-teacher relationship improves	3	0
Tolerance is developed	3	0
Cooperation is developed	1	0

This writer's interpretation and summarization of the visitors' responses are:

1. Most visitors see the camp facilities itilized to the maximum. However, some visitors can see possibilities for greater use. The camp staff should review the visitors' notes for specific suggestions.

2. All visitors perceived the camp site to be generally safe. Some suggestions for additional lights at critical spots were made. Some visitors suggested improved supervision at night-time.

3. Only three visitors indicated that Mohican School was not meeting particular expectations, while thirty-seven said it was meeting expectations.

Mohican School in the Out-of-Doors Seventh Grade Questionnaire [Appendix F]

Number of responses	1500	
Increased feelings about nature and out-of-doors	38%	much
	47%	some
	15%	little
Likes regular school better because of out-door-education	38%	yes
	62%	no
Something was learned at Outdoor School that makes school work easier	53%	yes
	47%	no
Made new friends at Outdoor School	86%	yes
	14%	no
Still see or write friends from Outdoor School	28%	yes
	72%	no
Would like to go again	91%	yes
	9%	no

Table IV on the next page shows distribution of activities and classes liked and disliked by pupils.

TABLE IV

SEVENTH GRADE RESPONSES
(Spring, 1968)

	Total Number of Responses-1500	
Classes, etc.	Liked	Disliked
Art	21	4
Astronomy	9i	3
Bad weather	1	55
Beds	13	15
Bird study	26	9
Cemetery	159	3
Compass work	67	16
Conservation	18	5
Counsellors, teachers	180	31
Creekbed	53	6
Dorms	73	5
Ecology	18	3
Everything	79	3
Food	389	68
Getting up	8	112
Ghost stories	58	0
Going to bed	14	90
Hikes	802	32
Horseback riding	128	32
Indoor classes	1	16
Jobs	22	43
Journal	5	79
Leaves and trees	32	8
Leaving camp	0	19
Math	8	36
Misery Hill	68	64
Nature in general	59	2
Night program	46	8
Nothing	4	404
Other students	77	25
Outdoor study	99	3
Pond study	40	2
Recreation	138	12
Rest Period	28	43
Showers	0	52
Singing	17	1
Sleeping	38	11
Weather reading	118	66
Wildlife	56	0

Remarks

Expectation	Number of remarks indicating Mohican School is meeting expectation.	Number of remarks indicating Mohican School is not meeting expectation
Science is taught	14	0
Social Studies are taught	2	0
Language arts are taught	1	0
Conservation is taught	6	0
First-hand learning occurs	16	1
Soil, air, water studied	6	0
Animal behavior is observed	6	0
Use of simple instruments is learned	2	0
Natural beauty is recognized	1	0
Man depends upon nature	1	0
Outdoor recreation is taught	3	0
Necessity for balance in nature is taught	3	0
Esthetic values are taught	9	0
Nature's processes are taught	1	0
Courtesy and manners are taught	4	0
Pupil&teacher can become real selves	24	4
Tasks, not bells, determine schedule	0	1
Multiple ways of self-expression	1	0
Resource people available	1	0
Responsibility for others learned	1	0
Helpfulness learned	3	0
Cooperation learned	4	0
Tolerance learned	3	1
Freedom from TV and home	2	0
New friends were made	2	0

This writer's interpretation and summarization of the seventh grade responses are:

1. The outdoor education experience noticeably increased the pupils appreciation and concern for the out-of-doors.

2. The pupil can see little effect of outdoor education upon his regular school work.

3. The pupil made many new friends at school but did not write.

4. An overwhelming majority (91%) said they would like to go again.

5. The table of likes and dislikes indicates a wide range of personal interests met by the outdoor school.

6. The remarks indicate a large number of "expectations" are being met for many of the children.

7. First-hand learning prevalent and appreciated.

Mohican School In The Out-of-Doors Parent Evaluation [Appendix G]

Number responding	624	
Parent recognized specific knowledge gained at the Outdoor School	58%	some
	26%	much
	16%	little
Parent believes child has greater appreciation of out-of-doors because of camp experience	42%	much
	46%	some
	12%	little
Parent recognized carry-over from Camp into daily living	15%	much
	42%	some
	43%	little
Parent observes change in pupil's attitude towards others because of camp experience	10%	much
	44%	some
	46%	little
Child made new friends at Outdoor School	26%	many
	42%	some
	32%	few
Parent believes child rates Outdoor School experience as	51%	excellent
	38%	good
	10%	fair
	1%	poor
Parent rates child's Outdoor School experience as	38%	excellent
	47%	good
	12%	fair
	3%	poor
Would parent send child again?	86%	yes
	3%	no
	11%	undecided
Would parent pay a reasonable fee?	68%	yes
	8%	no
	24%	undecided
What part of outdoor experience was most valuable? two most frequently reported	30	mentioned items
	16%	Community living
	14%	Hikes
What changes are suggested?	29%	no change
	71%	gave 20 scattered suggestions

Parents report on TV habits of children

25% do not watch daily

75%	watch daily	51%	watch 0-2 hours
27%	watch 2-3 hrs.	11%	watch 3-4 hours
5%	watch 4-5 hrs.	3%	watch over 5 hrs.

Remarks

Expectations	Number of remarks indicating Mohican School is meeting expectation	Number of remarks indicating Mohican School is not meeting expectation
Science is being taught	7	0
Mathematics is being taught	3	1
Social studies are being taught	1	0
Conservation is taught	1	0
Geology is taught	1	0
First-hand learning occurs	13	0
Soil, air, water are studied	7	0
Animal behavior is observed	3	0
Use of simple instruments is learned	3	0
Natural beauty is recognized	1	0
Importance of pure water is learned	2	0
Outdoor recreation is learned	6	0
Importance of pure air is learned	2	0
Necessity for balance in nature is learned	2	0
Esthetic values are recognized	10	0
Nature's processes are learned	1	0
Artificial horizons are removed	1	0
Courtesy and manners are learned	4	0
Pupil-teacher relationship improves	5	0
Pupil finds new ways to express self	1	0
Helpfulness for others is learned	2	0
Cooperation is developed	3	0
Tolerance is developed	3	2
Freedom from TV and home appreciated	3	0
New friends are made	7	2

This writer's interpretation and summarization of parent responses are:

1. Parent responses tend to parallel those of pupils and teachers but with slightly less enthusiasm.

2. Increased specific knowledge is recognized but changes in habits and attitude are not especially recognized.

3. Most parents believe the experience at the Outdoor School to be worthwhile.

4. Five-sixths of the parents would send their child to the Outdoor School again. Two-thirds of them said they would be willing to pay a reasonable fee.

5. All but one-percent of parents indicated the Mohican School is contributing to the expectations of its planners and supporters.

Mohican School in the Out-of-Doors Principal's Questionnaire [Appendix H]

Number responding	32	
Number of classes sent to Mohican School by responding principals	74+	
Number of children attending Mohican School while under direction of these principals	3828	
Number of eligible children who did not attend	149	
Number of principals who believe the Mohican Outdoor School program to be educationally sound	32	(100%)
Principal's report		
of teacher reaction to educational aspect of the Outdoor School	23	excellent
	8	good
	1	average
of pupil reaction to the Outdoor School	28	excellent
	4	good
of parent and community reaction to the Outdoor School	16	excellent
	16	good
on change in pupil-faculty communication after attending the Outdoor School	23	improved
	7	possible improvement
	1	no improvement
on change in sixth grade teacher's interest in first-hand learning after attending the Outdoor School	29	increased interest
	2	no change
on increased pupil and teacher interest in the study of conservation, nature etc. after attending the Outdoor School	28	some increase
	2	uncertain
	1	no change
on increased pupil and teacher interest in the study of mathematics after attending the Outdoor School	8	some
	19	uncertain
	5	no change
on increased pupil and teacher interest in the study of science after attending the Outdoor School	30	some
	2	uncertain
on increased pupil and teacher interest in the study of language arts after attending the Outdoor School	12	some
	18	uncertain
	2	no change
Principals who believe Mohican Newsletter helps improve communication	32	(100%)

Cont'd Mohican School Principal's Questionnaire

Principal's report of problems created by sending children to the Outdoor School	17 reported no problems 1 required substitute for language arts 1 transportation 2 patrol duties 1 library helpers 1 knowing dates of attendance 1 parental understanding
Principal's report on pupil attitude	17 improved 15 uncertain
Principal's report on requests for teacher transfer into or out of the sixth grade because of the Outdoor School	4 had transfer requests 27 no requests
Principal's judgment about the value of a mobile unit from the Outdoor School visiting each home school	26 would have value 1 maybe 2 no value

Some specific influences of the Outdoor School on the local school noticed by principals were:

more use of school grounds	2
increased interest in nature study	5
pupil built birdhouses	1
developing own site	4
setting up day camp	2
improved social climate	1
extension of library	1
increased use of audio visuals	1
no influence	2

Remarks

Expectations	Number of remarks indicating Mohican School is meeting expectation	Number of remarks indicating Mohican School is not meeting expectation
Science is being taught	8	0
Mathematics is being taught	1	0
First-hand learning is happening	1	0

This writer's interpretation and summarization of principal responses about the effects of the Mohican School In The Out-of-Doors on their school-community are:

1. Thirty-two principals have supervised more than 74 classes of sixth graders attending the Outdoor School. Three thousand eight hundred twenty-eight children were involved.

2. One hundred and forty-nine (3.8%) did not attend.

3. All thirty-two principals believed the Mohican School to be educationally sound.

4. Principals reported that pupil and teacher reaction to their experiences with outdoor education was very good to excellent.

5. Reported parent reaction was good to excellent.

6. Most principals saw an improvement in pupil-faculty communication.

7. There is a noted increased interest in first-hand learning experiences by participating teachers; and an increased interest in conservation and science by participating pupils. Interest in mathematics and language arts was less changed by the Outdoor School.

8. The Mohican News letter serves as a valuable means of communication.

9. Problems created by participating in the Outdoor School were scattered, with none being too difficult to solve.

10. Teacher assignment and recruitment problems for the sixth grade has been of minor nature.

11. Principals see the possibility of increasing help with on-site development from the Mohican School In The Out-of-Doors.

Mohican School In The Out-of-Doors Superintendent Questionnaire [Appendix I]

Number responding	13	
Families with less than $4000 income	.05%	at Lexington
	to	
	30%	at Willard
Portion of pupils riding school buses	20%	at Crestline
	to	
	97%	at Crestview
Superintendents (among those reporting) who believe the Mohican School In The Out-of-Doors to be worthwhile	13	(100%)
Superintendents who believe their Board of Education is adequately informed about the Mohican School	10	yes
	1	moderately
	1	no
Superintendents who believe the Mohican Newsletter is helpful to communications	13	(100%)

Remarks

Problems encountered because of the Mohican Outdoor School are mostly local and internal, staff participation, departmentalization, etc..

It would be helpful to administrators if all pupils in the sixth grade of a given building could go at one time.

Some members of the Executive Committee are not fully aware of their responsibility in informing the local board of education of the needs, programs, etc., of the Mohican School.

Boards of Education are described as being enthusiastic, favorable, happy, about the Outdoor Education program. Good,very good, and excellent are also terms used to describe the Board's reaction to The Mohican School In The Out-of-Doors.

Transportation is a greater problem in some districts than in others.

A few teachers do not like to attend.

In a departmentalized school, the teacher attending with the sixth graders cannot always followup activities started at the Outdoor School.

Could the school be operated on weekends if funds were available?

If Federal funds are discontinued there will be a wish to continue but is unlikely that the local board would pay the bill.

Perhaps a county-wide levy or payment from parents could support the Mohican School In The Out-of-Doors when Federal money is no longer available.

This writer's interpretation and summarization of the superintendent's responses follow:

1. Differences exist among the participating school districts in economic status and in the percentages of rural and urban children. These differences, along with others, are the main bases for assigning children from different schools in any given week.

2. Superintendents who replied believe the Mohican School Program to be a good one.

3. Communication between the Mohican School and participating schools is good, but it can be made better.

4. Superintendents' problems because of the Mohican School are mostly internal and of relatively minor nature.

5. If Federal Funds are discontinued, there will be a desire to continue but not much financial support can be expected from local boards of education. Parent's support and a "county-wide" levy have been suggested.

Madison Senior Questionnaire [Appendix J]

Number responding

25 who attended Outdoor School in 1961
148 who attended Outdoor School in 1962
169 who attended Outdoor School in 1963

	1961	1962	1963
Most remembered		28 items listed 40% hikes 11% graveyard	
Most valuable	11 items listed 30% first-hand learning 22% hikes	20 items listed 24% learning in nature 35% community living	25 items listed 22% meeting other kids 14% independence from home 12% learning from nature 11% hikes
Least valuable	58% nothing 13% poetry	20% nothing	16% nothing 16 other specific items
Influence of Outdoor School	35% appreciate out-of-doors	11% learned about living 11% in no way	Appreciation of out-of-doors most frequent response 22 other scattered responses given
Went Somewhere because of Outdoor School	64% yes 36% no	36% yes 64% no 12% went camping	43% yes 57% no 28% went camping
Enjoyed Outdoor School	100% yes	98% yes 2% no	97% yes 3% no
Is Experience Valuable?	100% yes	99% yes 1% no	94% yes 6% no

Madison Seniors (Cont.)

Remarks

Expectations	Number of remarks indicating Mohican School is meeting expectation	Number of remarks indicating Mohican School is not meeting expectation
Science is taught	4	0
Mathematics is taught	4	0
Conservation is taught	5	0
Geology is taught	2	0
First-hand learning occurs	10	0
Soil, air, water are studied	4	0
Animal behavior is observed	3	0
Use of simple instruments is learned	3	0
Natural beauty is recognized	2	0
Man depends upon nature	2	0
Outdoor recreation is taught	1	0
Esthetic values are taught	6	0
Artificial horizons are removed	1	0
Community living is experienced	1	0
Pupils and teacher become real selves	2	0
Resource people are available	2	0
Cooperation is taught	2	0
Toleration is taught	4	0
Freedom from Tv and home is experienced	5	0
New friends were made	2	0

This writer's interpretation and summarization of responses of Madison Seniors follow:

1. After a period of five years, the following values are remembered:
   a. hikes
   b. first-hand learning in the out-of-doors
   c. learning about nature
   d. community living
   e. independence from home and its Tv set

2. About one-third of the Seniors claim to appreciate nature more because of their outdoor education experience. 97% to 100% say they enjoyed the outdoor experience.

3. Ninety-four to one hundred percent say outdoor education is valuable and should be offered to today's sixth or seventh graders.

Mohican School in The Out-of-Doors Mohican Staff Evaluation

Members of the Mohican School Staff were asked to rate activities, and library books as to their worth and usefulness. The summary of this rating follows:

	1966-67				1967-68			
Activity	high	good	average	fair	high	good	average	fair
Ecology	3	4	1		7	2	1	
Cemetery	4	2			9	3		
Colors in nature	3	2			4	5		
Microscopes	2	1	2		5	1	1	1
Path Bridge	2	3			5	4		
Quadrant study		1	2					
Nature problems		1	2	1				
Creekbed	2	3			4	4		
Plants	1	1	1		2	2	1	
Community life	1		1					
Conservation	1	2	2		4	2	3	
Nature Hike	3		2		7	4		
Compass Game	1	2	2		2	2	1	
Birds	1	2	2		7	2	1	
Pioneer Road Bed		2	2		3	3	1	
Abandoned farm		2	3		3	7	3	
Woodland sounds		1	1					
Grave rubbings	1	4			4	4	2	
Insects	1	1	1		3	2	2	
Compass I.D.	1	3						
Wildlife packet	1	2						
Compass		1	2					
Pond Study	4	2			9	3		
Time Study			2					
Pollution	4	3			8	2	1	
Wildlife	3	2			7	3		
Terrarium	3	3			7	5	2	
Wayside materials						3	3	
Compass Mapping		2	1					
Soil Kit		2	1	1	4	1		
Tree I.D.	1	2	1					
Soil Test		2	1		5	3		
What is a leaf?	1	2	4		3	3	2	1
Corn husk art	1	3	1					
Rocks	1		1					
Math		1	1	1	3	1	3	1
Geology	1		2		1	2	1	
Leaves		1	2					
Art	2	2	1		4	2	3	
Survival hike					5	3		
Grass project					2	4	2	
Imagination hike					4	2	1	
Tree finders					4	1	2	
Seed conservation					1	1	2	

Mohican School Staff Evaluation Cont'd

Activity	1967-68				
	high	good	average	fair	poor
Camp craft	4	4			
Ants	1	2	1		
Stuff Telling	1	1	2		
Nature Decective	4	4			
Creative writing	2	3	3		
Exploration hikes	4	5	1		
Inspiration hike	4	2			
Mushrooms	1		1		
Nature problems	2		1		
Nature crafts		3	2		
Winter leaves	3		1		
Path finders	2	5	1		
Individual art	2	1	1		
Nature trail	2	1			
Fireside art	1	2			
Miscellaneous hike	3	2			
First aid on trail	5	1	2		
Numbers in nature	2	2	2		
Arabic nature	1	1	1		
Orienteering	1	1	1		
Animal homes	5	1	2		
Animal tracks	3	1	2		
Nature contact	2	3	4		
Why not?	2		2		
Conservation hike	2	4	2		
Physical fitness	1	1	2		
Experimentation	1	1			
Snow coloring	2	4			
Trees in winter	5	4	2		
Cemetery History	4	3	2		
Tree friends	3	2	1		
Wildflowers	4	1	1		
Art in nature	2	6	1		
Reading the landscape	2	1	1		
Outdoor code	1	5	1		
Pond marine	1	1			
About soil	1	2	2		
About streams		4			
Our place in nature		3	2		
Pioneer living	3	3		1	
Pond mapping	1	1	3	1	
Outdoor math	3	0	4	1	
What is a rock		2	2	1	
ABC hike	1	4	1		
Sounds in nature	3	3	2		
Wood tools	1	1	3		
Common senses	3	3	1		
Stalking		2	2		
Discoveries in nature	3	1	3		

Mohican School Staff Evaluation Cont'd

Mohican School staff members rated the books in the Mohican School Library. Those books listed below received five or more nominations as being most useful:

Berger, Inspirational Poetry
Cobb, Field Guide To Ferns
Conant, Field Guide To Reptiles and Amphibians
Farb, Living Earth
Freeberg, Programs in Outdoor Education
Houseman, Beginners Guide to Freshwater Life
Hug Curriculum Enrichment OUtdoors
Klots Freshwater Life
Mosier Understanding Boys
Zimm Fossils
Weather
Mushrooms
Trees
Birds
Pond Life
Butterflies-Moths
Flowers
Insects
Reptiles and Amphibians
Rocks
Non-flowering Plants

Chase, Field Guide to Edible and Useful Wild Plants
Comstock, Handbook of Nature Study
Doty Character Dimensions of Camping
Freeberg, Philosophy of Outdoor Education
Hannerman, Teaching in The Outdoors
Holden Camping
Kjellstrom, Math and Compass
Morgan, Field Book of Ponds and Streams
Macmillan, School Camping and Outdoor Education
Peterson, Field Guide to Birds
Watts, Reading the Landscape
Nickelsburg, Field Trips-Ecology for Youth Leaders
Websters New World Dictionary

This writer's interpretation and summarization of the Mohican School Staff's report follows:

1. The ratings given the various activities by the staff parallel those ratings given by pupils. Both ratings attest to the diversity of interests among sixth graders.

2. The increase in activities in the 1967-68 school year is probably due to the increased staff and to the experience of the previous year.

3. The Mohican School In The Out-Of-Doors has a good capability to accommodate classes of wide interests and abilities.

4. Ecology, the cemetery, nature hikes, terrarium, pond study, water pollution, and trees in winter received the greatest number of high ratings.

DISSEMINATION DATA

These data were included under the heading , CAMP DIRECTOR'S LOG, and need not be reported here.

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

The "expectations" of the planners and supporters of the Mohican School In The Out-of-Doors include those outlined on these pages. The reasons given for the founding of Mohican School, the purposes of Title III funding, and those "unexpected" values discovered in the operation of the School are the standards by which the school is to be measured.

I. Expectations of Planners

A. To teach specific knowledge

1. science
2. mathematics
3. social studies
4. language arts
5. conservation
6. general

B. Using nature as a laboratory

1. learning by direct contact
2. examining soil, rocks, and vegetation
3. studying weather
4. studying animals and insects
5. studying conservation
6. using simple instruments and processes
7. utilizing professional help
8. keeping nature beautiful
9. keeping attuned to nature

C. To show man's dependence upon nature

1. water needs
2. recreational needs
3. atmospheric needs
4. food and fiber needs
5. balance in nature needs

D. To increase appreciation of nature's beauty

1. by exposure to beauties of nature
2. by instruction about nature

E. To experience 24-hour day community living

II. Title III Intents and Purposes

A. Innovation

1. inquiry
2. invention
3. demonstration
4. adaption

B. Concern for National problems

1. improving educational opportunities
2. planning for metropolitan areas
3. meeting needs of rural communities
4. coordinating all community resources

C. Miscellaneous provisions

1. creative designs for curriculum improvement
2. dynamic patterns and relationships in organization and administration
3. vital role development of personnel (selection, education, and use)
4. imaginative involvement in and coordination of pupil personnel services
5. visionary planning of facilities
6. program must supplement, not supplant local, area, or state efforts
7. applicant must be a local board of education
8. must have broad representation of cultural and educational resources of the community
9. teachers need to be a part of innovation planning
10. three-year limit on funding under Title III

III. Values of Thoughtful Laymen and Educators

A. Cooperative administration of a joint school
B. A channel of communication among educators
C. Teacher training (student and professional)
D. Demonstration of improved teaching methods
E. Dissemination of information
F. Opportunities for improved public relations
G. A center for educational planning

The Teaching of Specific Knowledge

From the data collected, it is indicated that the Mohican School In The Out-of-Doors is teaching much science, conservation, and social studies to individuals who attend the school. Children have an opportunity to

pursue their special interests to the extent of their abilities. Therefore, there is no given quantity of subject matter being taught all children.

The amount of mathematics and language arts learning at the Mohican School is somewhat less than the planners had expected. Perhaps, this was inevitable since the strong facilities for science, conservation, and social studies overshadow the opportunities for mathematics and language arts. It is probably the children's regular classroom teacher that has the most influence in the amount of language arts being learned.

Using nature as a laboratory

The evidence is quite strong that the Mohican School is successfully using nature as a laboratory for learning. Almost all data from all sources indicate that the first-hand learning in the out-of-doors is most effective and most appreciated by the learners.

To show man's dependence upon nature

The evidence to support the idea that children do realize their dependence upon nature is indirect. As the children learn more about what nature is and how natural processes work, they would be expected to increase in their understanding about their dependence upon nature. There is much evidence that children are learning about nature and thereby increasing their feeling of dependence upon nature's resources.

To increase the appreciation of nature's beauty

In addition to the indirect evidence that children do learn to appreciate natural beauty as they learn more about nature, there is direct evidence that children attending the Mohican School go home with a greater zest for the out-of-doors. Poetry from the more literary minded pupils to stories about hikes, tobogganing, and animal watching from the less academically inclined pupil tells the observer that appreciation of nature is increased.

To experience 24-hour day community living

The 24-hour day community living is obvious, but the values derived from thr resident school must be found in the data. There is evidence that home sickness is a problem with some children and that the camp experience helps them overcome this phobia. The sharing of camp responsibilities, the longe r day in which to live and learn together, and the fellowship of new friends are reported as valuable experiences in the findings. Many of the respondents, especially those who responded several months or years after leaving camp, expressed appreciation for the absence of home cares and television from the camp's environment.

Innovation

Most evidence that the Mohican School is innovative comes from the reports of visitors. The data contain many observations of inquiry, invention, and adaptation in the operation of the school. Visitors report many kinds of things that are being tried at the Mohican School and may have applications in the regular classroom. Perhaps the most reported innovation is the use of first-hand opportunities for learning at the Mohican School. Children did not just read about making apple butter, they made it!

The fact that over 2200 visitors have toured the Mohican School--this is in addition to the participating classroom teachers, student teachers, and pupils--is proof that the Title III goal of "demonstration" is being achieved.

Concern for national problems

The Mohican School does not allow more than one classroom of children from one building to attend in any given week. This forces a kind of integration among the different economic and ethnic groups, even though differences among groups are relatively small in the Mohican School community.

The innovation and demonstration teaching, mentioned above, has a good potential for improving educational opportunities in this area. The Mohican School offers living proof that children with wide ranges of interest and ability can be successfully taught together.

Problems related to metropolitan areas are relatively few among the children participating in the Mohican Outdoor School. Therefore, there is little data relating to this area of national concern. However, instruction about air pollution, water pollution, and the need for outdoor recreational resources can contribute to the solution of related national problems.

Coordination among many community resources is demonstrated by the operation of the Mohican School. The local boards of education, the Friendly House Social Agency, private foundations, United States government agencies, and local hobby clubs are some of the community resources that support the School.

Miscellaneous provisions of Title III

The Mohican School does offer a creative design for curriculum improvement. Those concerned with curriculum development could well afford to study the curriculum of the Mohican School and gain ideas that may be applied elsewhere.

The administration of the Mohican School has been a demonstration of cooperative administration. In general, the effectiveness has been excellent; however, communication has been a minor problem at times.

The Mohican School program supplements the regular school program. Although the Executive Board of the Mohican School contains many administrators and supervisors, teachers are represented to an effective degree. The daily operation of the Mohican School is largely determined by conferences among the teachers of the school. The classroom teacher, bringing children to the school, is given an opportunity for pre-camp planning with the Mohican School Staff.

Values of thoughtful laymen and educators

The experience in cooperative administration of a school is a timely lesson as new types of control are being proposed for public schools. The fact that sixteen representatives from different local schools sit down, at least once a month, and plan together breaks down much provincialism.

The training of student teachers was thought to be a worthwhile undertaking and has proven quite satisfactory, but another potential for teacher training is the demonstration teaching that goes on daily in the normal operation of the school. Possibly future planners would want to capitalize more on this potential.

Dissemination of information is one of the important goals of the Title III projects. The Mohican School Story has been widely spread by both printed materials and by personal contacts. Part of the dissemination efforts have been to inform the public, part has been to share ideas with fellow educators.

In general, the Mohican School has met the expectations of the planners and supporters. The operation of the school has suggested "unexpected" values which may contribute to better educational programs in the future.

BIBLIOGRAPHY

Ambry, Edward J., Chairman. "Conference Working Paper, Evaluation For Environmental Education (A Systems Analysis Approach for Self-Evaluation)." The New Jersey State Council for Environmental Education, Newark, New Jersey, 1968.

Daniels, Robert E., et al. "The Report of the Curriculum Sub-Committee of The Committee for Outdoor Education, Richland County and Mansfield City Schools." Mansfield, Ohio, 1965.

Stufflebeam, Dr. Daniel L., "Evaluation as Enlightenment for Decision-Making." Evaluation Center, The Ohio State University, Columbus, Ohio, 1968.

APPENDIX A

PUPIL QUESTIONNAIRE (TO BE COMPLETED BEFORE LEAVING CAMP)

School_____ Date_____

Boy_____ Girl_____

Of all the classes I had this week, I liked_____the most.
Of all the classes I had this week, I liked_____the least.
Of all the classes I had this week, I believe_____was the most valuable.
Of all the classes I had this week, I believe_____was the least valuable.
Outside of classes, the most enjoyable part of camp was_____.
Outside of classes, the least enjoyable part of camp was _____.
I wanted to go home (Monday evening, Tuesday evening, Wednesday evening, Thursday evening, none of these). Circle the best answer.
The sleeping rooms were (very good, fair, poor). Circle the best answer.
The camp site is (attractive, like home, unattractive). Circle the best answer.
I(would, would not) like to come back next year if given a chance.
In a few sentences, tell what you think and feel about the camp experience

_____.

APPENDIX B

CLASSROOM TEACHER QUESTIONNAIRE (TO BE COMPLETED BEFORE LEAVING CAMP)

Name_____ Date_____

The most valuable part of the camp experience seemed to be_____.
The lease valuable part of the camp experience seemed to be_____.
For future classes, I suggest_____.

APPENDIX C

PU P IL QUESTIONNAIRE (TO BE COMPLETED ABOUT SIX MONTHS AFTER CAMP)

Name_____ School_____

Boy_____ Girl_____ Date_____

Date attended camp_____

If you could, would you want to go back to camp?_____.
The thing that I enjoyed most about camp was_____.
The thing that I liked least about camp was_____.
Check the appropriate line below:

Since returning from camp, I have used my camp experience

_____very much in writing for my teacher.
_____some in writing for my teacher.
_____very little in writing for my teacher.
_____very much in talking to my friends.
_____some in talking to friends.
_____very little in talking to friends.

The most valuable things I learned at camp are_____.
The things taught at camp which seem to have little value now are_____

_____.

Write a short paragraph or two on how the camp experience might be improved. Use the back of this paper.

APPENDIX D

MOHICAN SCHOOL IN THE OUT-OF-DOORS TEACHER QUESTIONNAIRE (Revised Spring 1968)

Name (Optional)_____ School_____

Date today_____ District_____

Please fill out the following questionnaire. If you have any additional comments please include them. Mail the questionnaire to the Outdoor School in the enclosed self-addressed postage paid envelope. The questions are designed to evaluate whether or not the program is meeting its original or adjusted objectives.

How many classes have you brought to the school? _____

1. How did your relationship with your students change? Comments or examples:
   Improved_____
   No change_____
   Deteriorated_____
2. How did the relationship between students change as a result of the experience?
   Comments or examples:
   Improved_____
   No change_____
   Deteriorated_____
3. Was there any change in the attitude of your class as a whole toward learning as a result of the experience. Comments:
   Yes_____
   No_____
4. Was there any change in any individual child's attitude toward learning as a result of the experience. Comments:
   Yes_____
   No_____
5. How much factual material did your students learn from their outdoor studies?
   Comments:
   Much_____
   More_____
   None_____
6. What do you think the Outdoor School should have covered in more depth? Comments:
7. What do you feel could have been omitted from the program? Comments:
8. Did you as a teacher personally benefit from the program?
   Comments:
   Much_____
   Some_____
   None_____
9. Did the children refer to the outdoor experience in the indoor classroom after they returned?
   Comments:
   Much_____ Some_____
   None_____
10. Have you referred to the outdoor experience during teaching after the students returned to the regular school. Comments:
    Much_____ Some_____
    None_____
11. What changes would be suggested for the future? Comment about either or both procedure and program.
12. What problems, if any, have you noted as a result of the program? Comments:
13. Has the newsletter been of any help?
    Yes_____ No_____
14. What has been most valuable to you regarding the Outdoor School? Comments:
15. How can the Mohican School staff do a better job helping you as a classroom teacher?
    Comments:
16. Did you include any study, field trip or activity in your class, which you might not have done if your class had not attended the Outdoor School?
    Comment or example:
17. If you attended one or more of the Mohican Workshops, please circle the appropriate statement.
    Comments - if appropriate
    Very valuable
    Valuable
    Little value

APPENDIX E

VISITOR'S REPORT

(The visitor's comments are welcome, but he or she is in no way obligated to complete and return this questionnaire.)

Name _____ School _____ Date _____

Activities observed:

_____

In my judgment (Maximum, some, little) use was being made of camp resources during my visit. Remarks _____

In my judgment, the camp environment is (safe, unsafe). Remarks _____

_____

Reports reaching me suggest that the camp experiences could be improved by

_____

Other comments: _____

APPENDIX F

MOHICAN SCHOOL IN THE OUT-OF-DOORS 7TH GRADE STUDENT QUESTIONNAIRE

Name (optional) _____ Elementary School Attended _____

Year attended the Outdoor School _____ Boy _____ Girl _____

Season attended the Outdoor School _____
(fall, winter, or spring)

Month attended the Outdoor School _____ Date Today _____

DIRECTIONS: Please fill out the questions below if you attended the Mohican Outdoor School as a sixth grader. You may add any additional comments to this questionnaire that you desire. This will be read by the Mohican Staff. Your answers will have no effect on your grades at school, so please be honest when answering the questions.

1. Do you feel any different toward nature and the things found in the out of doors as a result of the outdoor experience? Why?
   much _____
   Some _____
   little _____
2. Do you like your regular school any better than you did before you went to the Outdoor School? Yes _____ No _____
3. List the things you liked best about the Outdoor school.
4. List the things you disliked about the Out-Door School.
5. Did you learn anything at the Outdoor School that made your school work easier? What? Yes _____ No _____
6. Did you make any new friends at the Outdoor School? Yes _____ No _____
7. Do you still see or write your friends? Yes _____ No _____
8. Would you go to the Outdoor School again if you had the opportunity? Why? Yes _____ No _____
9. Did you think of the Outdoor School experience as being work or play? Why?
   Work _____
   Play _____
   Both _____
10. Do you feel you learned to know your teacher better? In what way?
    Yes _____
    No _____
    Maybe _____
11. Did you enjoy learning in classes at the Outdoor School? Why?
    Yes _____
    No _____

APPENDIX G

MOHICAN SCHOOL IN THE OUT-OF DOORS-PARENT EVALUATION FORM

Revised Spring 1968

Directions: This questionnaire is being given to the parents of children who have attended the Mohican School in the Out-of-Doors last year. We are asking you, the parents, to help us evaluate the program in order to help determine the future of this program. Feel free to make as many additional comments as you feel are needed to clarify your answer. Mail the questionnaire to the school in the self-addressed envelope, no postage necessary.

School year your child attended 1966-67_____ 1967-68_____
Name (optional)_____ Address (optional)_____
School District_____ Elementary School_____
Date today_____

1. Do you recognize any specific knowledge your child has gained from the experience? Some_____ Much_____ Little_____
   Comments:
2. Do you believe your child has a better appreciation of the out-of-doors as a result of his experience at the Mohican Outdoor School? Comments Much_____ Some_____ Little_____
3. Have you recognized any carry-over from camp activities to your child's daily life? Such as hobbies or new skills or interests. Much_____ Some_____ Little_____
   Comments or examples
4. Have there been any changes in attitude toward others (adults or other children) as a result of the experience? Comments: Much_____ Little_____ Some_____
5. Did your child make new friends at the Outdoor School? Many_____ Some_____ Few_____
   Comments:
6. How did your child rate his experience: Excellent_____ Good_____ Fair_____ Poor_____
   Comment:
7. How do you rate your child's experience? Excellent_____ Good_____ Fair_____ Poor_____
   Comments:
8. Would you send your child to the Outdoor School if you had the opportunity to do it over again? Yes_____ No_____ Undecided_____
   Comments:
9. If you had the opportunity to send your child again, would you be willing to pay a reasonable fee to cover the cost of food and lodging? Comments: Yes_____ No_____ Undecided_____
10. What part of the outdoor experience do you feel was most important to your child?
11. What changes if any in attitude toward school learning and teachers have been brought about by the Outdoor School experience?
    Comments:
12. Do you have any suggestions for the improvement of the Outdoor School experience?
13. Does your child watch television regularly each day: Yes_____ No_____
    Approximate number of hours each day_____

APPENDIX H

Revised
Spring, 1968

MOHICAN SCHOOL IN THE OUT-OF-DOORS PRINCIPAL QUESTIONNAIRE

Name_____ School Address_____

Date today_____ Telephone_____

Please fill out the following questionnaire. If you have any additional comments to make please do so. Please mail this completed questionnaire to the Outdoor School in the enclosed postage paid self addressed envelope.

1. Have you been principal during a time when students attended the Mohican Outdoor School? Yes____ No___
2. How many classes have attended the Mohican Outdoor School while you have been principal? _____
3. How many students under your supervision have attended the Mohican Outdoor School? Approx. No. _____
4. How many eligible students did not attend Mohican Outdoor School? Approx. No. _____
5. Do you feel the program is educationally sound? Yes____ No.___
6. What has been the general reaction of teachers to the educational aspect of the Mohican Outdoor School? Comments: Excellent___ Good_____ Average ___ Poor_____
7. What has been the general reaction of students to the Mohican Outdoor School? Comments: Excellent___ Good_____ Average_____ Poor_____
8. What has been the general reaction of parents and the community to the Mohican Outdoor School? Comments: Excellent___ Good_____ Average_____ Poor_____
9. Has there been any improvement in pupil-faculty communication as a result of the Mohican Outdoor School? Comments: Yes_____ No___
10. Do you feel there is any increased interest in first hand learning experiences on the part of the sixth grade teachers as a result? Comments: Yes_____ No___
11. Is there an increased interest in the study of conservation, nature, etc. as a result of the camp experiences? Comments: Some_____ None_____ Uncertain_____
12. Is there any evidence of increased interest in the study of math as a result of the Mohican Outdoor School? Comments: Some_____ None_____ Uncertain_____
13. Is there any increased interest in the study of science as a result of the Mohican Outdoor School? Comments: Some_____ None_____ Uncertain_____
14. Is there any increased interest in language arts as a result of the Mohican Outdoor School program. Comments: Some_____ None_____ Uncertain_____
15. Does the Mohican Outdoor School Newsletter provide improved communications with the Mohican Outdoor School and you and your staff? Yes_____ No___
Comments:
16. What special problems do the Mohican Outdoor School present you as a principal? Comments:
17. Has there been any improvement in student attitude toward learning as a result of the Mohican Outdoor School Experience? Comments: Yes_____ No_____ Uncertain_____
18. Have any teachers requested transfers in or out of the sixth grade as a direct result of the Mohican Outdoor School Program? Comments: Yes_____ No_____
19. List some specific influences the Mohican Outdoor School has had on your curriculum, site development, and materials. Comments:
20. Would a visit to your school of a mobile-unit property equipped and staffed from the Outdoor School be of value? Comments: Yes_____ No_____

APPENDIX I

MOHICAN SCHOOL IN THE OUT-OF-DOORS SUPERINTENDENT QUESTIONNAIRE

Revised Spring 1968

Name_____ School Address_____ Zip Code_____

Date today_____ Telephone_____

This questionnaire was written by the curriculum sub-committee of the Mohican Executive Committee and will be used to evaluate the Mohican School. The questions are designed to evaluate whether or not the program is meeting its original set of objectives. A self-addressed postage free envelope is enclosed for your use. Please fill out the questionnaire. If comments are necessary to clarify your answers please make them in the appropriate space or use the back of this sheet of paper.

1. Economic level of students in school district. The approximate % below $4,000 annual income _____
2. The approximate per cent of student population riding a school bus. _____
3. Do you believe the Mohican Outdoor School is a worthwhile educational program. Comments: Yes_____ No_____
4. What special problems do the Mohican Outdoor School present you as Superintendent? List any in the order of difficulty.
5. List ways in which the Mohican Outdoor School can best serve the various school districts.
6. Does the Mohican Newsletter improve communications between the Mohican Outdoor School and your district? Comments: Yes_____ No_____
7. What do you feel is your Board's reaction to the program? Comments:
8. Do you feel the Board is adequately informed about the program? If not, what should be done to correct this. Yes_____ No_____ Comments:
9. What is your anticipated action, should federal funds be discontinued?

APPENDIX J

MOHICAN SCHOOL IN THE OUT-OF-DOORS OUTDOOR EDUCATION QUESTIONNAIRE

(Please answer the questions fairly and to the best of your knowledge)

Name (optional)_____ Elementary Building_____ Date_____

1. What do you remember most about your week at the Outdoor School?
2. What you think was most valuable now that you look back on that experience?
3. What do you think was least valuable?
4. In what way, if any, did the Outdoor School influence you?
5. Have you done anything, gone anywhere, etc., that you feel was a result of the Outdoor experience?
6. Did you enjoy the week spent at the Outdoor School? Yes_____ No_____
7. Do you think that such an experience is valuable to youngsters? Yes_____ No_____.
8. You were in_____grade when you attended.
9. Is that a good grade for such an experience? Yes_____ No_____
10. Write below any statement that you desire concerning the Outdoor School.